

PROSPECTUS 2025/26

BRIDGING THE GAP TO
PROMISING DESTINATIONS



THE BRIDGE
Alternative Provision

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EXECUTIVE HEADTEACHER'S WELCOME

Welcome to The Bridge Alternative Provision.

We are an alternative provision specialising in all-through education and interventions. Since our establishment in November 2019, we have been dedicated to providing a supportive and enriching educational environment. I am immensely proud of the journey our provision has undertaken so far, and I am excited about what the future holds for us. Our vision and values, collectively written and agreed upon by our ever-growing team, reflect how we function as a united family on a shared learning journey.



At The Bridge, our safeguarding ethos is deeply embedded in our culture, ensuring the well-being and holistic development of every learner is a priority. Learners at our school feel happy and safe, enjoying respectful and positive relationships with their teachers. We provide high-quality pastoral support, and we take pride in the good behaviour and the calm, productive atmosphere that characterises our school. Our executive team is actively involved and provides valuable support and challenge to help us continually improve.

We are committed to improving outcomes for our learners by delivering a high-quality education. Our purposeful curriculum equips learners with real-life skills and fosters a love for learning. Our skilled and specialist staff are dedicated to getting to know each learner individually to ensure they are on the correct pathway and ready for their next destination. We also love welcoming our previous learners back to The Bridge for visits – it's always wonderful to see how they've grown and to celebrate their ongoing successes with them.

We hope you find the information you are looking for. Should you need any further assistance, please do not hesitate to contact us.

Kind regards,
Nikita Boydell
Executive Headteacher

WHO WE ARE

The Bridge is an alternative provision for young people with a range of complex needs and those who have been unable to access a mainstream classroom environment. At The Bridge we provide learners, from age 5 to 16, and 16+ with an EHCP, a therapeutic and holistic approach to learning. One that is conscious of their starting points, barriers and expected life outcomes.



We support a variety of learners, including those who need time out from their home school, who have been or are at risk of permanent exclusion and those awaiting a specialist school placement. We work with young people who have a wide range of barriers and difficulties including ADHD, SEMH, ASC, sensory issues, trauma and learning difficulties. As part of this work, we also support young people who have behavioural concerns and difficulties with their mental health.



We aim to restore young people self-confidence, self-esteem, self-control and self-motivation through a bespoke curriculum that is flexible at the point of delivery, providing care and support to young people with complex needs through broad and aspirational learning experiences.

Our provision aims to support students for as long as needed to ensure that at the end of their journey with us they are able to successfully transition into their next destination. We work closely with our commissioners to conduct regular reviews and ensure that each learner's intervention plan remains purposeful, effective, and responsive to their evolving needs. Through open communication and collaborative planning, we evaluate progress, celebrate achievements, and identify any additional support required to help learners thrive. This partnership approach ensures that every learner receives a personalised pathway that promotes both academic and personal development, leading to positive, sustained outcomes.

Every day at the Bridge is a fresh start.

OUR VISIONS & VALUES

ACQUIRE, INSPIRE, ACHIEVE

CELEBRATING THE VALUE OF 'FREE' DOM

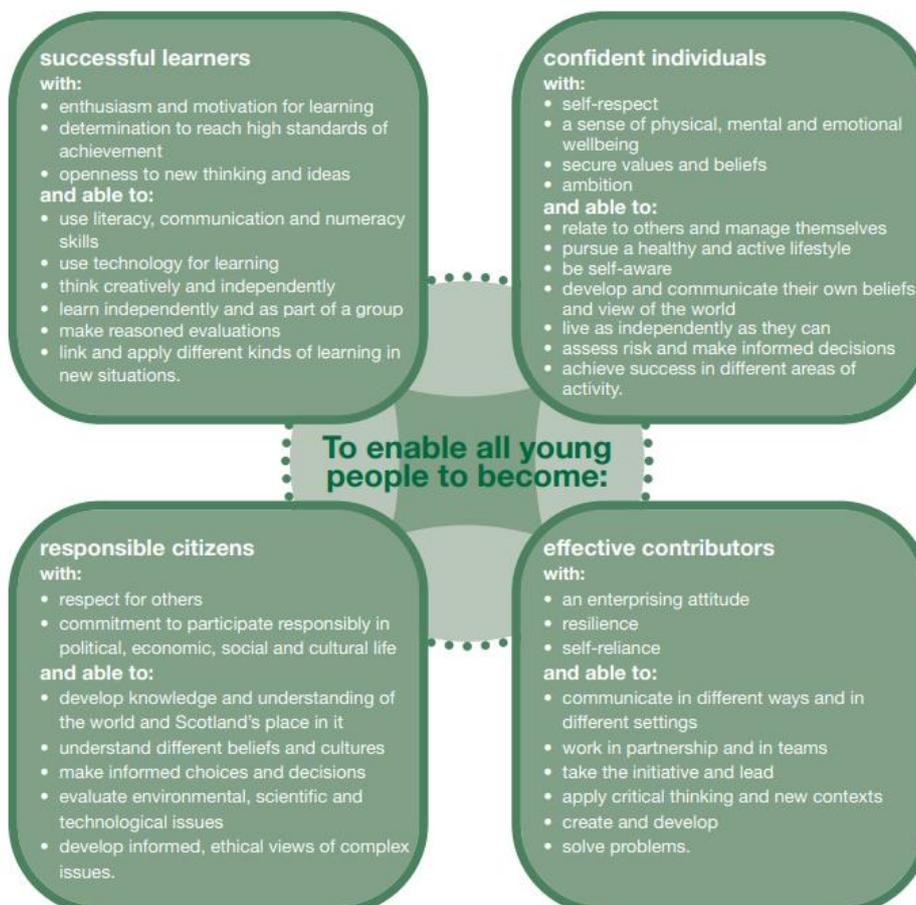
We recognise, teach, and celebrate the value of freedom.

FREE articulates what we strive for in our learners!

Free to achieve, free to have opinions, free to be themselves, free from the effects of intimidation, from bullying and low aspiration.

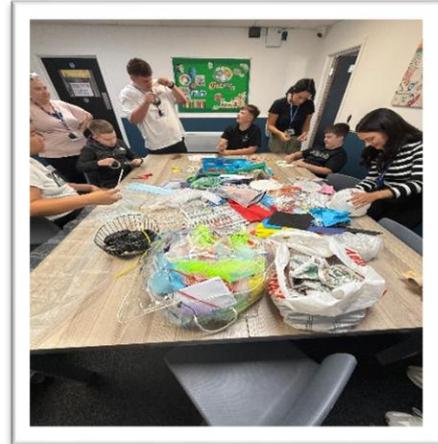


OUR INTENT



ACHIEVEMENTS & CELEBRATING SUCCESS

At The Bridge Alternative Provision, we believe that every achievement—no matter how small—is worth celebrating. Success for some, might be achieving a qualification or mastering a new skill; for others, it could be showing improved attendance, managing emotions positively, or taking part in class with confidence. Whatever the milestone, our team are quick to notice and celebrate it. We know that success breeds success, and our learners thrive when they feel valued and proud of their progress.



Focusing on each learner's **personal best**—recognising the steps they take towards improvement rather than comparing them with others.

Positive behaviour and effort are rewarded instantly with an **instant reward**. Learners can earn points, stickers, or small treats in recognition of their achievements.

We understand the power of positive communication. Staff regularly make **phone calls home** to share good news, celebrate progress, or highlight moments of pride.

Our **Golden Ticket** system is a favourite among learners. Golden Tickets are awarded for exceptional effort, kindness, or outstanding achievement; where learners can choose from a range of fun, relaxing, or creative activities.

At the end of each term, learners are invited to join **end of term trips**. Ranging from bowling and cinema visits to adventure days—these serve as powerful motivators and create shared memories that build community and belonging.

Our classrooms and corridors proudly display **Achievement Boards** and **Working Walls**, showcasing learners' progress, artwork, and accomplishments.



One of our most meaningful celebrations happens in the kitchen. When learners cook, they are encouraged to **send food home** to share with their families—a tangible way of showing pride and achievement.

At The Bridge, celebration isn't reserved for special occasions—it's woven into daily life. By recognising every achievement, we build confidence, promote resilience, and remind every learner that they are capable of success.



NIKITA BOYDELL

EXECUTIVE HEADTEACHER

DDSL



ETHAN WHITE

DEPUTY HEADTEACHER

DDSL



JULIET MAGGS

HEAD OF EDUCATION

DDSL



MICHAELA SMITH

LOWER PHASE LEAD

DDSL



IMOGEN HOPKINS

SENCO



JO WOOLLEY

UPPER PHASE LEAD

DSL



LIZ DUFFIELD

TEACHER

DDSL



MICHELLE NOEL-SMITH

TEACHER



CHARLOTTE REDDEN

CURRICULUM LEAD & TEACHER



SAM FULLER

TEACHER



INDIA MILLS

TUTOR



BETH DOMBKOWSKI

PA TO EXECUTIVE HEADTEACHER



SIAN COX

HR DIRECTOR



MARCUS GRIGGS

EXECUTIVE LEAD: DATA, SECURITY & COMPLIANCE

DDSL



GARY JENKINS

BRAND MANAGER

CENTRAL SERVICES



ALLISON WATSON

HLTA



CLARE NOAD

HLTA



CONNIE MILLS

HLTA



CARRIE ATWELL

HLTA



JULIE NEWBLE

HLTA



CARLA HOPGOOD

TA



CHARLOTTE KIRK

TA



CHLOE LEWIS

TA



NATALIE COLES

TA



NICHOLA WEBBER

TA



RHEA RAYMOND

TA



RYAN WHEELER

TA



ISOBEL BRAZIER

EDUCATION SUPPORT ASSISTANT



TRACEY GIBBS

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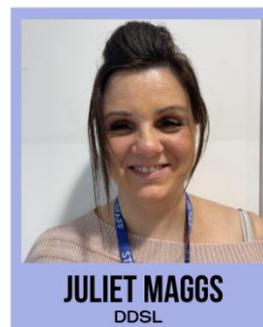
6 HEADQUARTERS ROAD, WESTBURY BA13 4JR

SAFEGUARDING

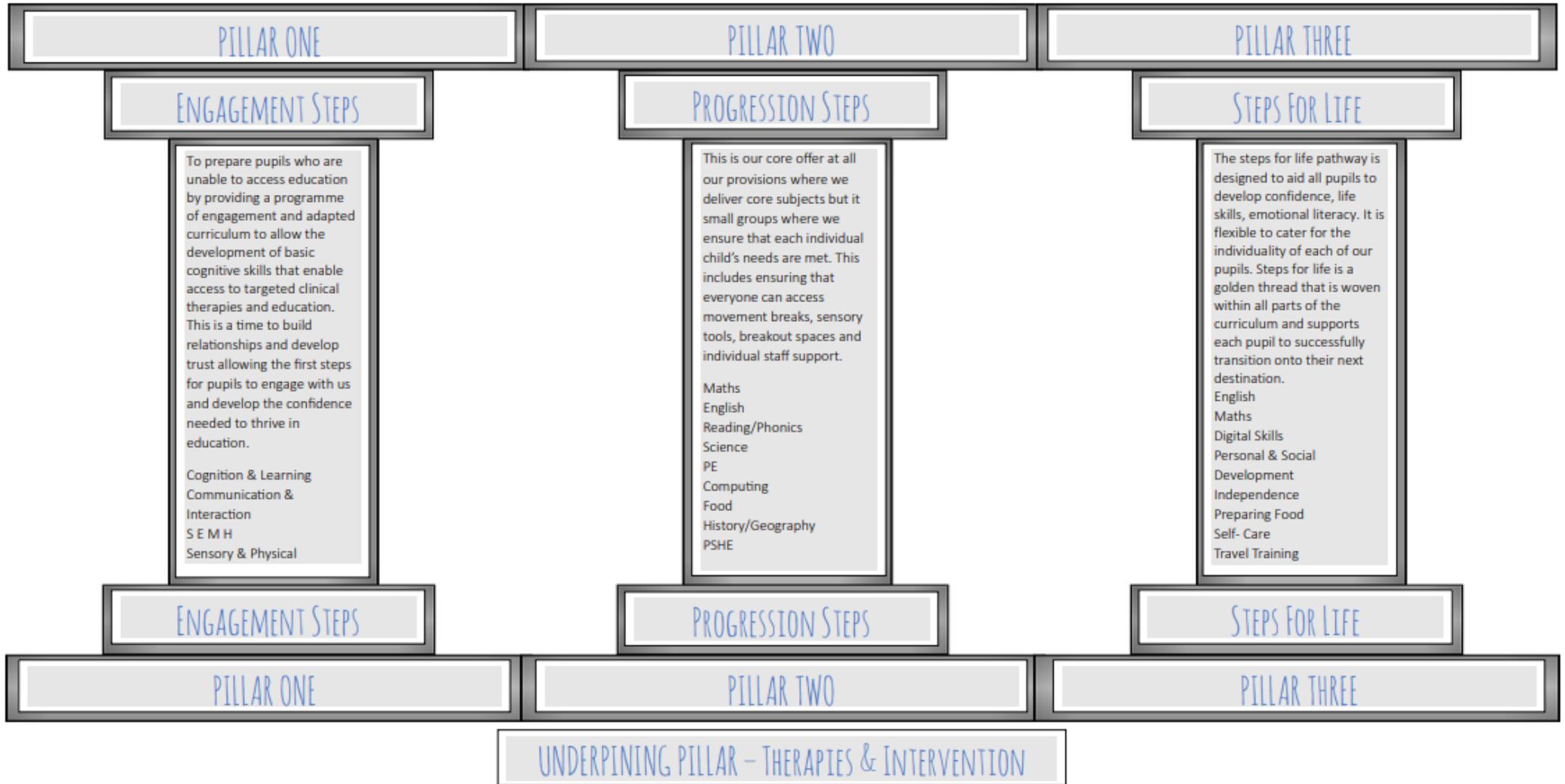
Everyone in our community, including staff, parents, families and learners have an essential role to play in making it safe and secure. As an alternative provision, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children in our care with their best interests at the centre of our work.



Safeguarding is at the heart of everything we do. We are totally committed to safeguarding young people and foster a culture of safety within our provision. We have a highly trained team of staff who understand the safeguarding risks that our young people face. We are aware that some young people make choices that put them at risk, and we work proactively with our learners, their families and other agencies to help them avoid putting themselves into unsafe situations.



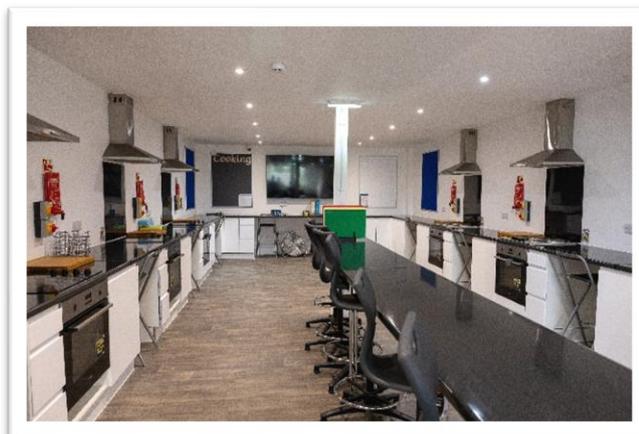
OUR CURRICULUM



Pupils who attend The Bridge will often arrive with complex needs that require the support of a full therapeutic programme therefore an individual's timetable is planned and implemented in conjunction with the therapies team. With a high level of engagement developed in the 'Underpinning' pillar and an increased ability to follow school systems, engagement in therapeutic process is more successful and meaningful. This will enable staff and pupils to utilise the trusting relationship built to help repair past relational trauma, develop cognitive skills, engage in focused therapies and behavioural programmes. Therapeutic interventions underpin the ability to learn and support the academic process.

OUR CURRICULUM

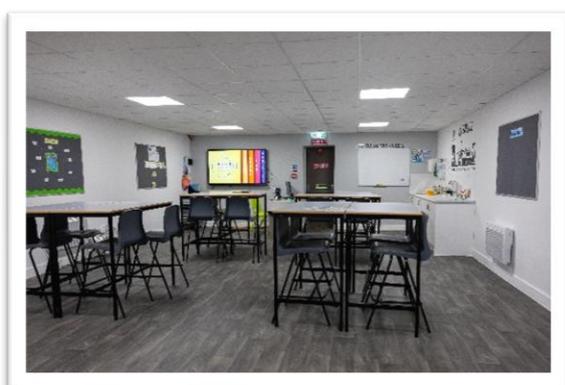
Our model includes 4 curriculum pillars that prepare pupils to learn by ensuring their clinical/therapeutic needs, social and emotional needs and academic needs are met. Our aim is to ensure that each pillar is in place to underpin the formal academic learning whilst continuing to develop therapeutic strategies and social and emotional skills that allow the pupil to move successfully into adulthood.



Upon enrolment at The Bridge, learners undergo a baseline assessment to help us determine their strengths, needs and interests. We use this information to create an individualised curriculum for each individual. We recognise that many of our learners come to us with significant gaps in their learning due to having a negative experience in previous learning environments.

We adopt a child centred approach to learning. Using adaptive teaching strategies to meet the needs of each individual learner whilst also ensuring we provide the structure and routine that we know our learners require.

When grouping our learners, we are conscious of a number of different factors that can affect engagement and attainment. We take into account their learning needs, previous attainment, social and emotional needs and relationships with other young people.



Our curriculum is broad and balanced, and we are passionate about giving all learners the opportunity to the skills and knowledge that they need to succeed in life. Learners can study a wide range of subjects where they will be given the opportunity to engage in our core offering of:

English, Maths, Science, PSHE, Art, Physical Education and Cooking.

As learners progress with us, they will also have the opportunity to gain a number of different qualifications including; Functional skills, GCSE's, Entry level qualifications and ASDAN certifications.

THERAPIES & INTERVENTIONS

At The Bridge, we use a range of therapeutic strategies and interventions to support our students' social and emotional development. As a whole provision approach, we adopt PACE; Playfulness, Acceptance, Curiosity and Empathy. Whilst this approach is beneficial to all, it is designed to be particularly impactful for those who have experienced adverse childhood situations and trauma, as well as children with attachment difficulties. The principles of PACE aim to support the development of rapport and trust in order for the adults

working with children and young people to be able to develop secure, positive relationships. We use the Boxall Profile to consider our students' social, emotional and mental health needs (SEMH). Recognising that in order for effective academic engagement, a child must first feel safe and 'ready' to learn. We endeavour to ensure the curriculum has a strong foundation built on recognising the wider picture of the individual in order for them to be supported in achieving their potential. Through regular assessment with our designated Boxall member of staff, both individual and group strategies are created and shared with all staff to ensure needs are met and progress in specific areas is made. The group strategies in particular are used to inform teacher planning; creating lessons that not only target their academic learning, but that are underpinned by fostering the significance of strengthening of their SEMH.

Our team delivers a number of different targeted interventions to learners. These interventions are designed to empower our learners to better understand factors in their life that may be causing them difficulty – once learners can begin identifying areas of difficulty, we can work together to develop bespoke strategies to help learners to manage these challenges and build resilience. Topics include, but are not limited to, work around trauma and triggers, ADHD, ASD, anxiety, anger, depression, sleep hygiene, self-care and healthy relationships. 1-2-1 SEMH sessions take a variety of forms, depending on the individual needs of the learners and how they feel most comfortable opening up – sessions can involve a walk around the block, crafting activities, sensory activities, Lego therapy, worksheets and posters, communicating non-verbally, playing board games or sitting in a dark room. If learners need immediate support, they can come out of lesson for a quick reset.

Fundamentally therapeutic strategies underpin everything we do at The Bridge.



THE BRIDGE EXAMINATION HUB SERVICES



- ✓ GCSE, IGCSE & FUNCTIONAL SKILLS
- ✓ ACCESS ARRANGEMENTS AVAILABLE
- ✓ TARGETED REVISION SESSIONS
- ✓ WELLBEING WORKSHOPS
- ✓ EXAM PREPARATION

Trowbridge
WILTSHIRE



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TESTIMONIALS

The Bridge have been a fantastic source of support to our son since he joined this year. You have given him somewhere that he feels safe and understood. More so, the team at The Bridge have provided him with the much needed help on his emotional development while continuing to assist with his academic needs; something that his main stream schools have been unable to achieve. As parents we feel that our son is in good hands and both ourselves and our son trust the staff at The Bridge to do what is best for him. Thank You.

ELLIOT & SUE

Parents

We have used the alternative provision offered at The Bridge for several pupils since May 2023. I have been impressed with the level of contact and excellent communication I receive from Michaela. This includes attendance reports and weekly report as well as end of term report. Any safeguarding concerns are shared immediately and with the appropriate professionals involved with the pupil. Each term I meet in person with Michaela to look at books, reflect on progress and discuss next steps for individual pupils. This also offers the opportunity to see pupils attending although I know I can ask to pop in any time. Staff at the Bridge are very welcoming and always offer a visit to parents and pupils first. The environment offers different spaces which are utilized well and meet the needs of individual learners who found mainstream settings challenging. Michaela and team have worked to accommodate differing needs and timetables of pupils, some of whom experience significant social and emotional difficulties and can exhibit challenging behaviour, this is always reported to us and the steps they are taking to engage pupils with restorative practice and also to identify any underlying or unidentified needs a pupil may be experiencing. Pupils work in books clearly shows pride and this is celebrated, last term a pupil wrote a poem and it was lovely to hear how proud Michaela was of this achievement and the pleasure she took in hearing the pupil read it to her. Parents are often invited in for celebration or activity events. We are really pleased to use this service and wish the team at The Bridge all the very best with their upcoming inspection. I would recommend the service to other professionals and have also found the team there to be very supportive and open to sharing best practice with others.



MELISSA DIXON

Lyneham Primary School

I would like to say thank you for the support you are giving X and the positive impact it is having on him socially, emotionally and academically. The Bridge is meeting his needs in a way a mainstream school was unable to. Your work is supporting X and enabling him to flourish, thrive, make progress and more importantly to be himself and be happy. The positive impact is also supporting his family who are going through tough circumstances and giving them the security that X needs are finally being met. We find the weekly updates and teams meetings extremely helpful, these enable school to remain in touch and aware of the small steps of progress X is making. We need more settings like The Bridge across Wiltshire to meet our most vulnerable pupils needs!



KATE CAVEY

Kington St Michael Primary School

I have had children attend at The Bridge. I have found the staff at both sites to be efficient, helpful and respond quickly to any queries. They have actively contributed to the annual reviews for the children that attend there and keep me regularly updated with how the children are doing (weekly updates) along with regular full reviews against the outcomes set. They frequently keep parents updated and also discuss any safeguarding concerns that are raised with parents, whilst additionally informing us so that our safeguarding reporting system is up to date and we are aware of concerns too.



LEALA PURDIE

Rivermead Primary School



ADMISSIONS

We are committed to creating a happy and positive environment where all children thrive academically, socially, and spiritually.

If you are a professional looking to refer a young person to our provision, please visit our website to download & complete the relevant admissions paperwork. Our Senior Leadership Team will review the paperwork and contact you in due course.

THANK YOU!

Thank you for your interest in The Bridge. We are extremely proud of our provision and the work that we do and we hope that we will have the opportunity to share this with you in the future.

We welcome visits to our provision & would love to show you around. If you have any questions, please contact us using the information below.

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